HISPANIC DROPOUT PROJECT

DATA BOOK
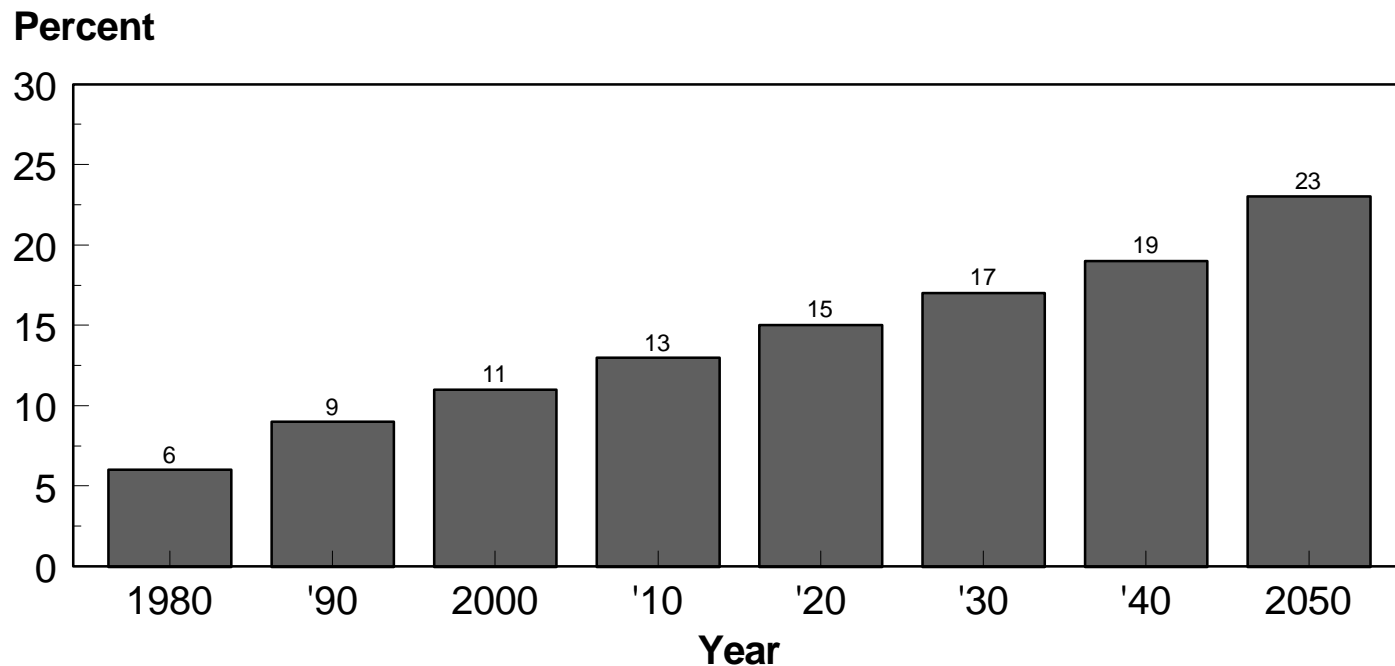
Defining the Problem

Hispanics were about one of every ten Americans in 1990--and may be one of out of every five in 2050.

Hispanics as a Percent of Total Population: 1980 to 2050

Percent

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30 ┤
   │
25 ┤                                                    23
   │                                              19
20 ┤                                        17
   │                                  15
15 ┤                            13
   │                      11
10 ┤                9
   │          6
 5 ┤
   │
 0 ┴──────────────────────────────────────────────────────
    1980   '90   2000   '10   '20   '30   '40   2050
                          Year
```

Introduction

For the Garcia family, school success has been disappointing. Of a hard working family of 10, only 4 graduated from high school in the 1950's and 1960's. In the 1970's and 1980's, 17 of 28 of their offspring graduated from high school. That's not much change in a generation for this American family: over 40 years it has had a consistent 40 to 60% high school dropout rate.

Hispanics consistently remain among the most undereducated major segment of the U.S. population. While educational attainment rates have improved somewhat, Hispanics continue to enter school later, leave school earlier, and receive proportionally fewer high school diplomas and college degrees than other Americans.

Three basic facts summarize the data presented on the following pages:

1. Hispanics have among the highest dropout rate of any major segment of the American population.

2. While dropout rates have fallen for other groups of students over the past decade, there has been no declining trend in the proportion of Hispanics who drop out.

3. While many immigrants have not completed high school, Census data suggest that those in the second or subsequent generation born-in-the-USA have higher dropout rates than does the first generation born-in-the-USA. Hispanics at every level of English proficiency have higher dropout rates than their non-Hispanic peers. The extent to which immigrants who enter U.S. schools early in life drop out only accentuates the inability of U.S. schools to provide effective support for students making the geographical and cultural transition.

NATIONAL EDUCATION GOALS
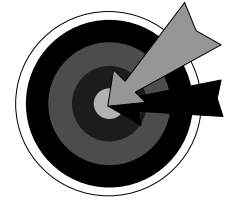
**Goal 2 -** The high school graduation rate will increase to at least 90%

Objective:

The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts <u>will be eliminated</u>.

- The Nation's Governors and President, adopted at the "Education Summit," 1989; enacted into federal law in 1994

# The personal, social, and economic costs of inaction are escalating because:

* ★ The proportion of Hispanics among our nation's **students** is rapidly growing

* ★ In tomorrow's **workplace fewer and fewer dropouts will find employment.**

* ★ Upgraded workforce skills are vital for America to compete in the **evolving world economy**.

* ★ **To participate meaningfully** in society, to vote intelligently, to make intelligent consumer choices, people need to posses more sophisticated knowledge and skills than any other time in our nation's history.

* ★ As the number of America's **senior citizens** grows, labor force productivity and income must grow to help meet the needs of senior citizens.

* ★ **Tomorrow's children** will be powerfully impacted by their parent's income and knowledge.
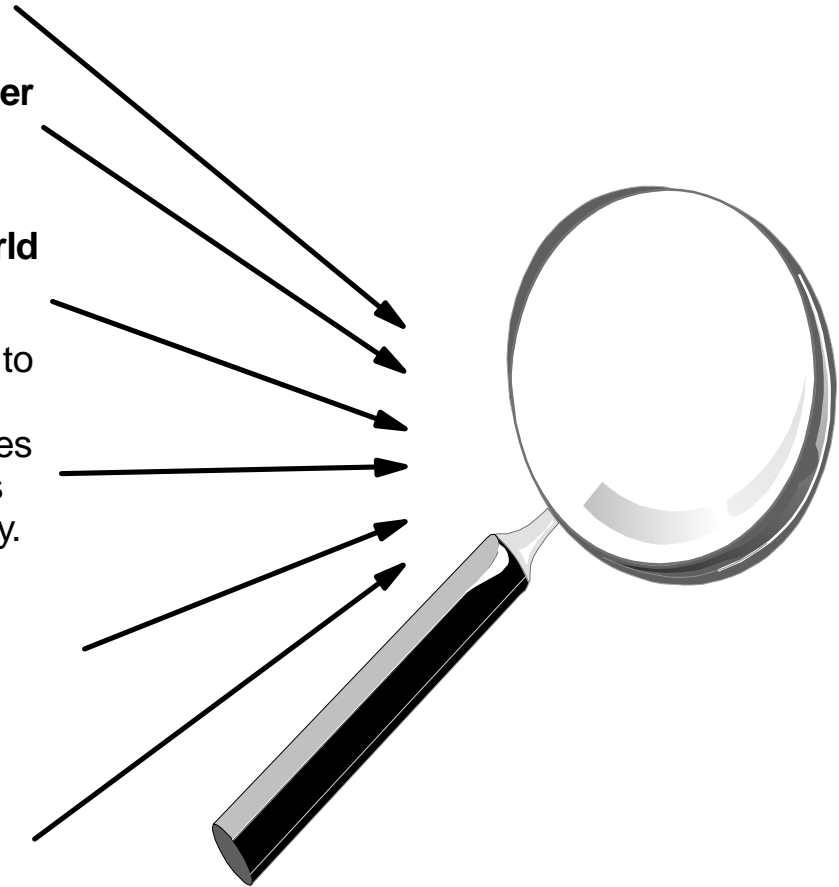
Annual Event Dropout Rates

Definition: Annual event rates measure the proportion of students who drop out in a single year without completing high school. Annual rates reveal how many students are leaving high school or junior high each year, and how each year's rate compares with the previous year's rates. They provide information only on the students in school that year. They can provide useful process information on how effective schools are in having enrolled students remain in and complete the academic program. **Note:** This is the dropout rate that is typically reported by individual schools.

Annual Dropout Rate from Grades 10 to 12 Students 15-24 Years Old, October 1993

Percent
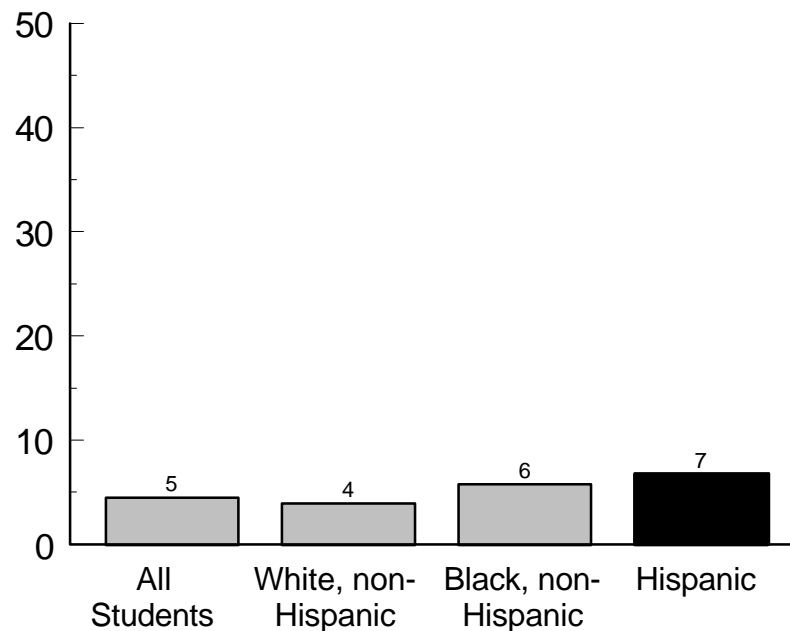
Category	Value
All Students	5
White, non-Hispanic	4
Black, non-Hispanic	6
Hispanic	7

Sources: NCES: *Dropout Rates in the U.S., 1993; Condition of Education, 1993; and Condition of Education, 1994. The Condition of Education* groups Puerto Ricans with "foreign born."

Status Dropout Rates

Definition: Status rates measure the proportion of the total population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out. (Sometimes the data are limited to certain age ranges.) Status dropout rates reveal the extent of the dropout problem in the population (including older individuals who left school decades ago and immigrants who may have had little or not contact with U.S. schools). Status dropout rates suggest the magnitude of the total challenge for further training and education that will permit these individuals to participate more fully in the economy and the life of the nation. **Note:** The status dropout rate is the rate reported by the U.S. Department of Census.

Status Dropout Rate for Students Aged 16-24 October, 1994

Percent

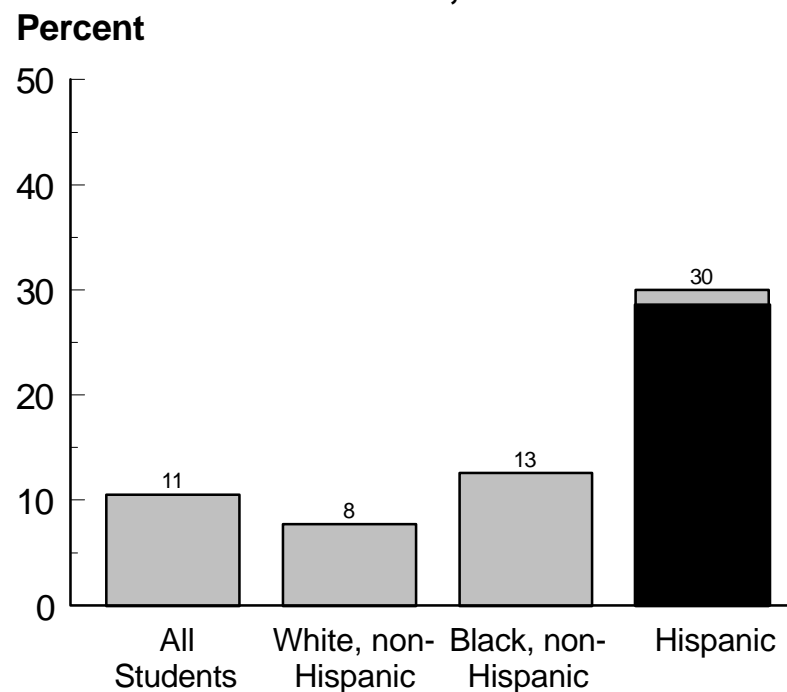| Category	Percent
All Students	11
White, non-Hispanic	8
Black, non-Hispanic	13
Hispanic	30

Sources: NCES: *Dropout Rates in the U.S., 1993; Condition of Education, 1993; and Condition of Education, 1994. The Condition of Education* groups Puerto Ricans with "foreign born."

Hispanic status dropout rates are highest for foreign born students.

**Status Dropout Rates for Hispanics
by Birthplace, 1989**

Percent
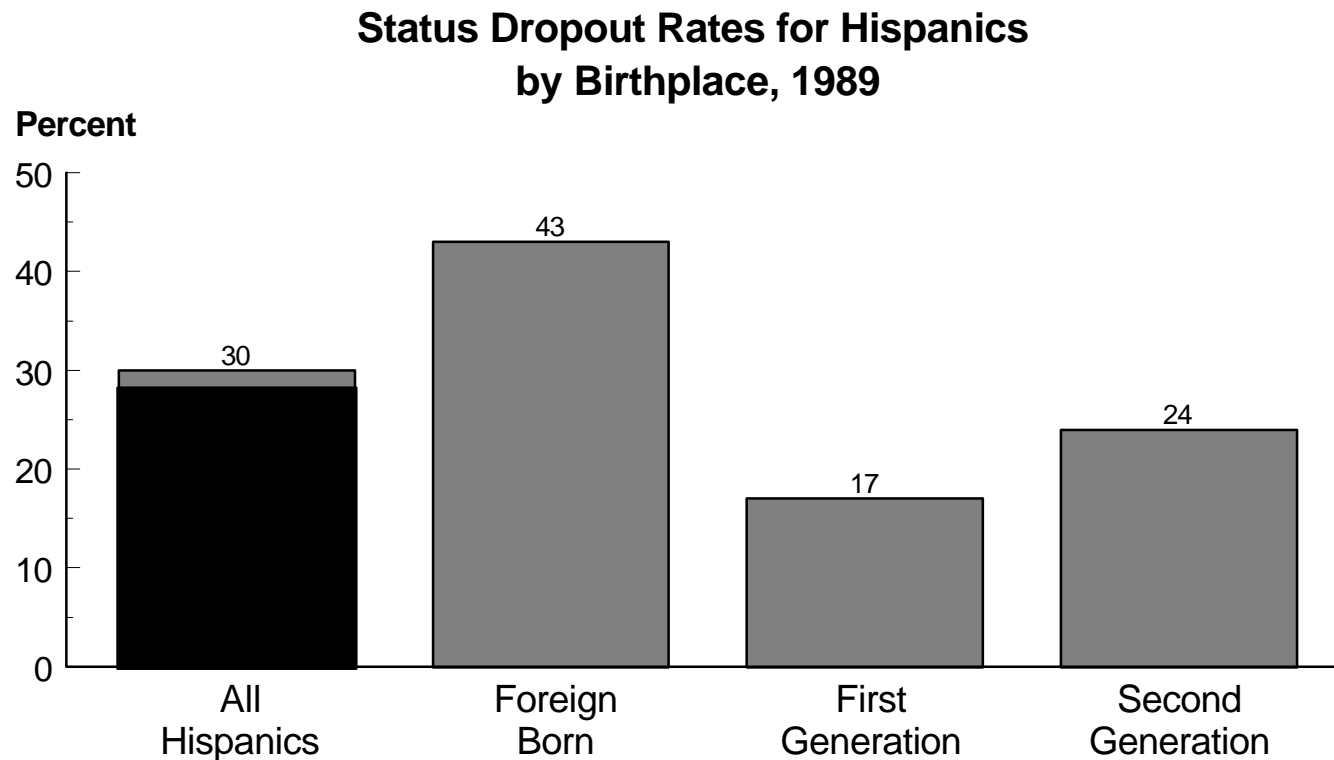
Note: "Second Generation" refers to those born in the U.S. with parents who were both born in the U.S.
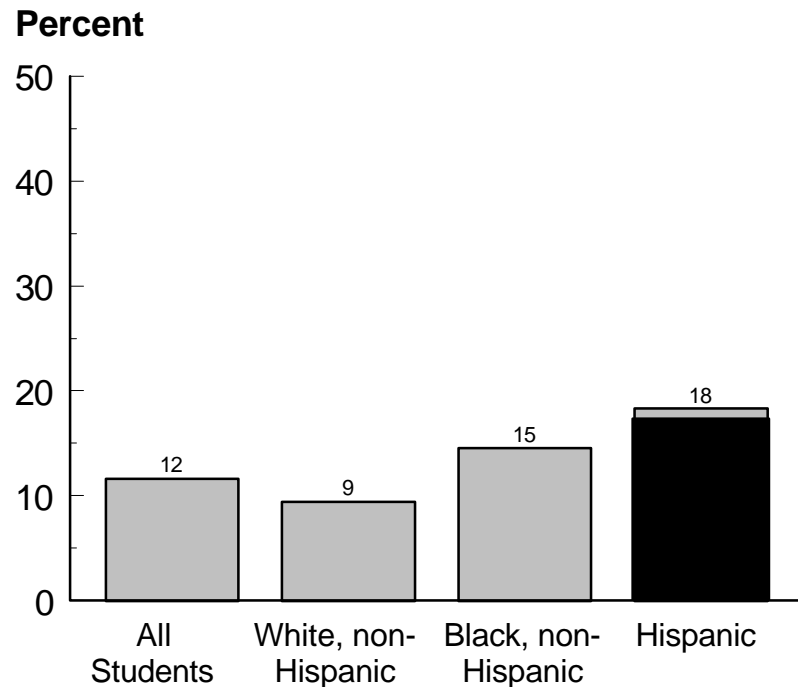
Sources: NCES: *Dropout Rates in the U.S., 1993; Condition of Education, 1993; and Condition of Education, 1994. The Condition of Education* groups Puerto Ricans with "foreign born."

Cohort or Longitudinal Dropout Rates

Definition: Cohort (or longitudinal) rates measure what happens to a single group (or cohort) of students over a period of time. This can be crucial in understanding the full impact of education policies (e.g. early childhood education) or other factors. Cohort rates reveal how many students in a single age group (or in a specific grade in school) drop out over time. Cohort rates also allow the calculation of how many dropouts from the cohort eventually complete high school with a diploma or an alternative credential. This measure provides information regarding what happens to students in U.S. schools as they grow--but does not include others (such as immigrants) who were not enrolled in U.S. schools. **Note:** This dropout rate is the one most frequently used by researchers.

Cohort Dropout Rate from 8th to 12th Grade 1988 to 1992

Percent

Category	Percent
All Students	12
White, non-Hispanic	9
Black, non-Hispanic	15
Hispanic	18

Sources: NCES: *Dropout Rates in the U.S., 1993; Condition of Education, 1993; and Condition of Education, 1994. The Condition of Education* groups Puerto Ricans with "foreign born."

The dropout rate for female Hispanic students is lower than for males.

Status Dropout Rate for Hispanic Students, Ages 16-24, by Gender, 1972 through 1993
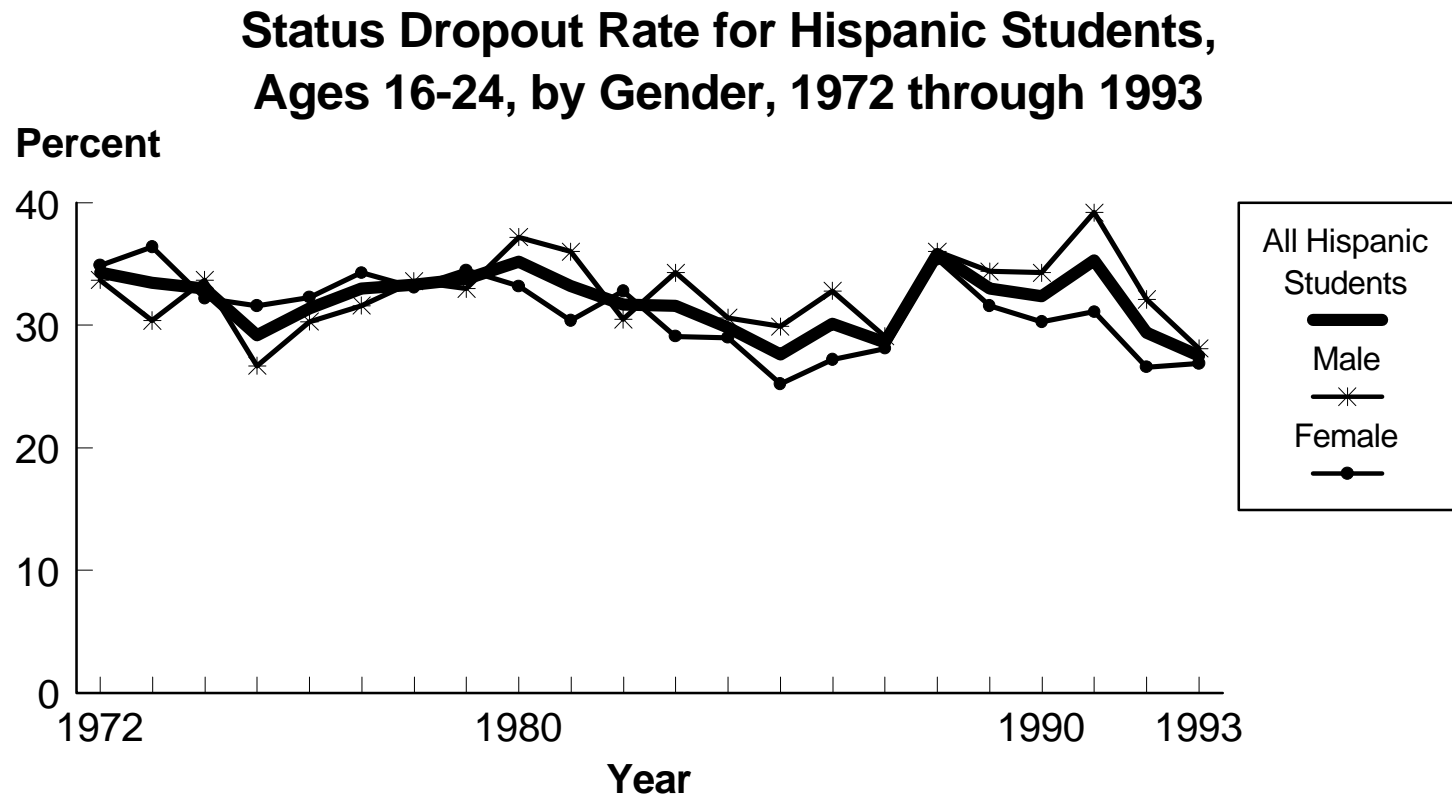
Source: NCES, Dropout Rates in the United States: 1993.

Our Nation's Hispanics are diverse.

The status dropout rate for Cuban Americans is close to the national average. The rate for Mexican Americans is 3 times greater.

1990 Status Dropout Rates for Various Hispanic Subgroups Aged 16-24

Percent

National Average 10.5%

Group	Percent
Central American	36
Mexican	34
Puerto Rican (Mainland born)	23
Puerto Rican (Born in P.R.)	31
Dominican	26
Cuban	14
S. American	12
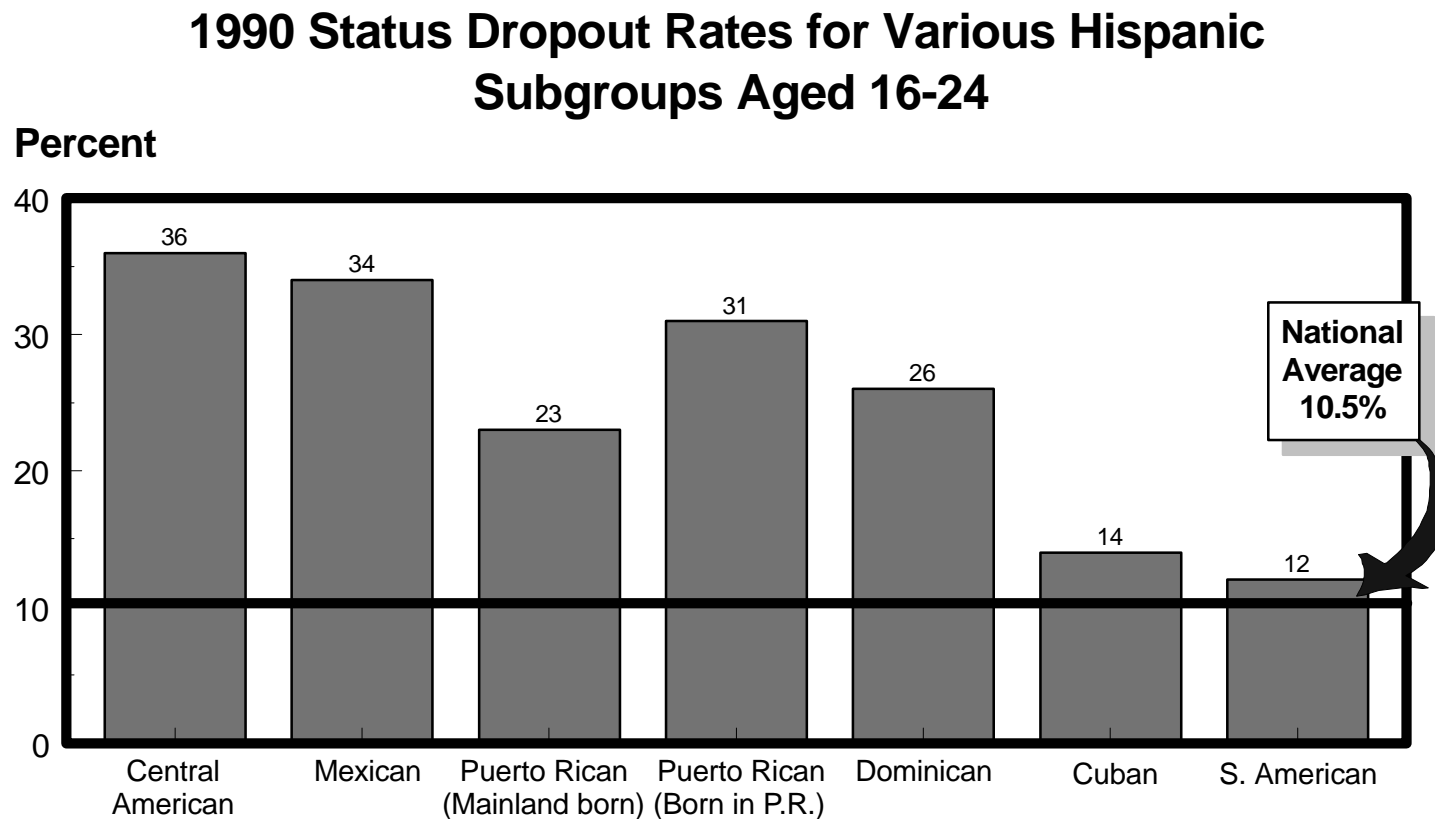
Source: GAO, Hispanics' Schooling: Risk Factors for Dropping out and Barriers to Resuming Education, 1994.

Hispanic students have low high school completion rates.

**Percentage of Young Adults with
High School Credential, 1992**

Legend: High school diploma ■ (dark)   Alternative credential ▢ (light)

Ages 19-20:
- Total: 87
- Black: 81
- Hispanic: 65
- White: 91

Ages 23-24:
- Total: 88
- Black: 86
- Hispanic: 59
- White: 92
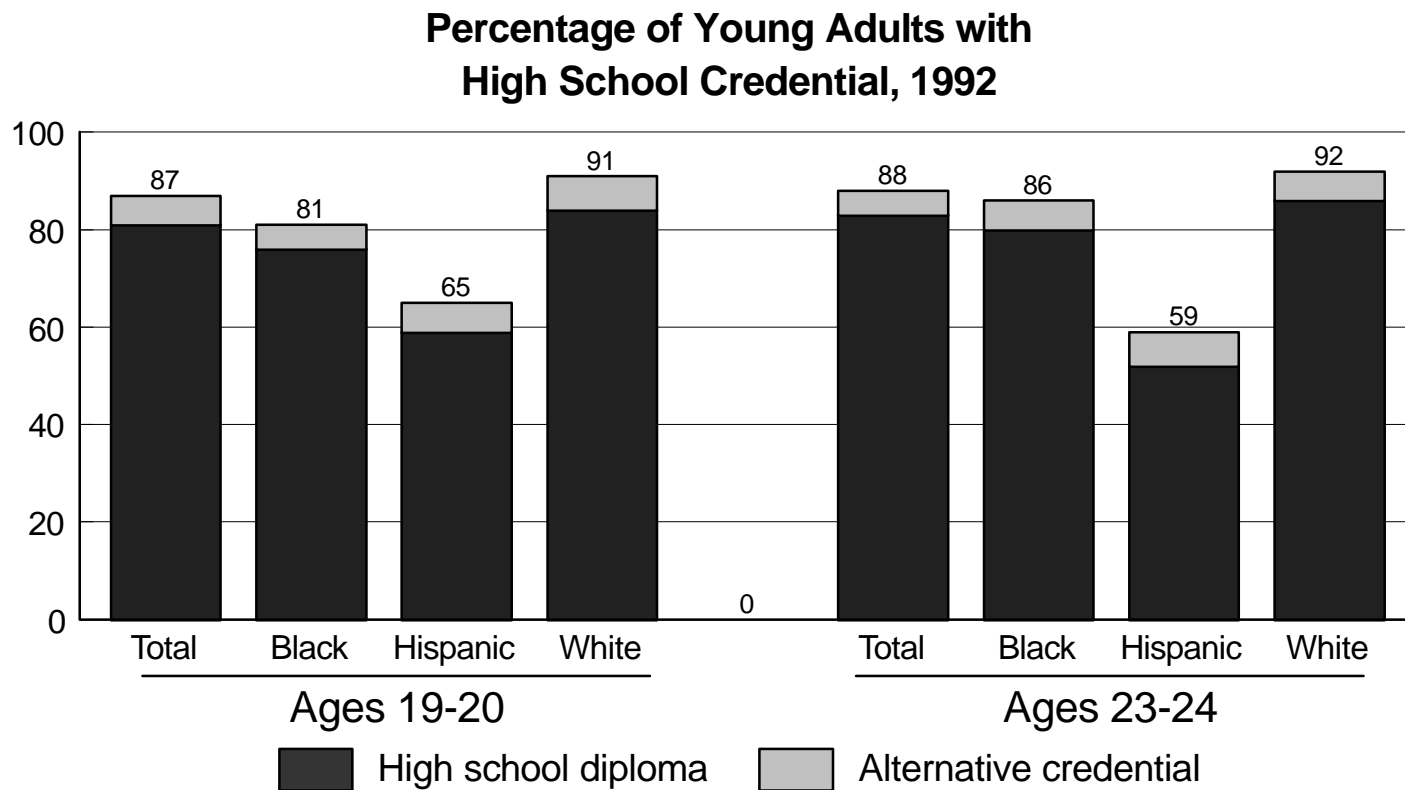
Source: National Center for Education Statistics and Management Planning Research Associates, Inc., 1993.

Thirty-six percent of Hispanic students who dropped out returned and completed high school within the following six years.

Percentage of 1980 Sophomores who Dropped Out, but then Returned and Completed High School by 1986

Category	Percent
All dropouts	47
American Indian/Alaskan Native	24
Asian/Pacific Islander	76
Black	49
Hispanic	36
White	48
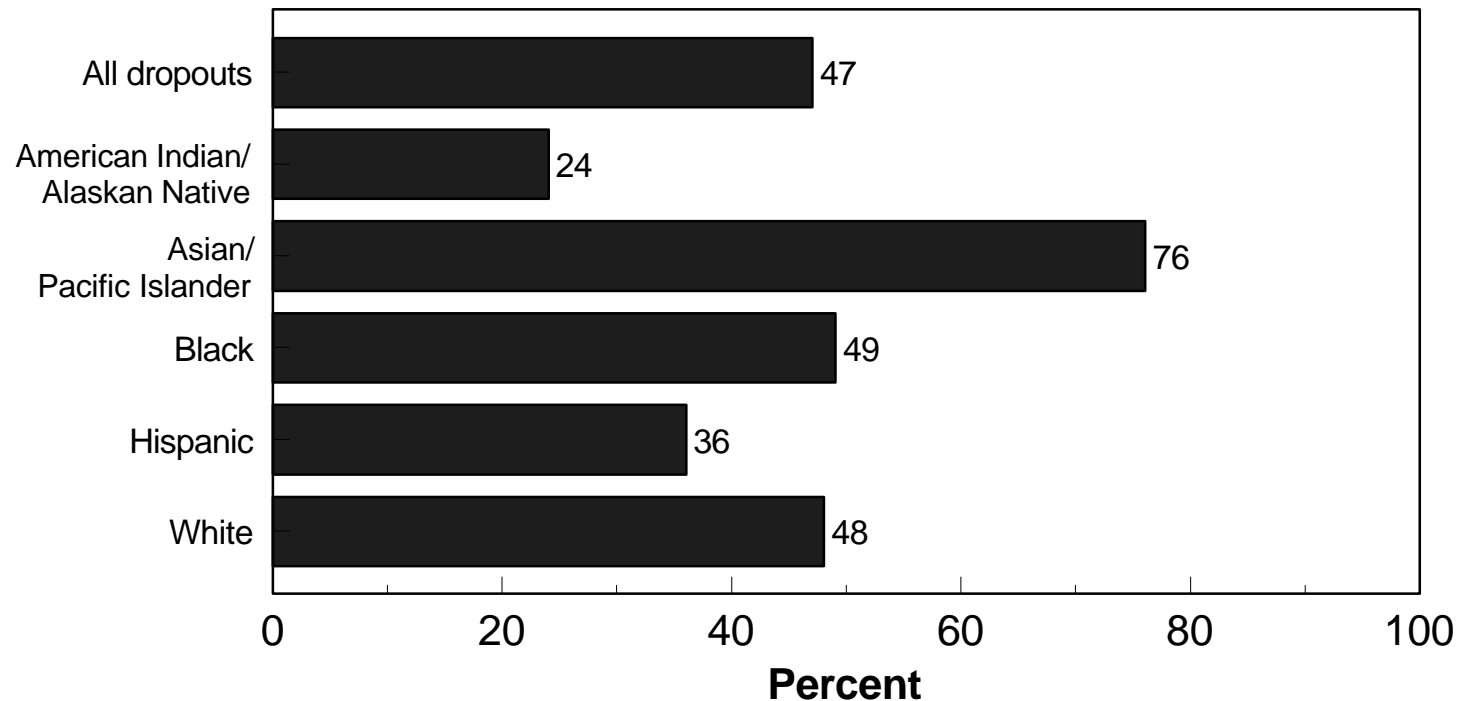
Percent

Source: National Center for Education Statistics, 1989.

Hispanics are leaving school early.

Fifty-eight percent of Hispanic status dropouts have less than a 10th grade education.

Educational Attainment of Hispanic Status Dropouts

Percentage of Hispanic Students Attaining

Each Level, Age 16-24, October 1993

Grade 4 or Less
6%

Grade 12
8%

Grades 5 to 8
34%

Grade 11
20%

Grade 10
14%

Grade 9
18%
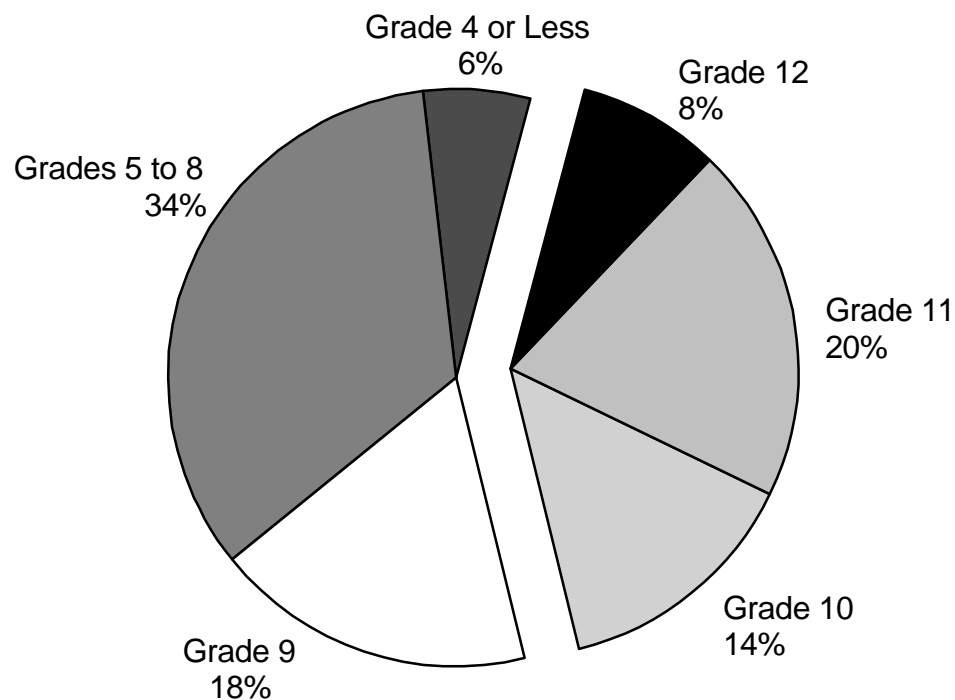
Source: NCES, *Dropout Rates in the U.S.*, 1993.

Hispanic dropout rates are about double those of other Americans at every income level.
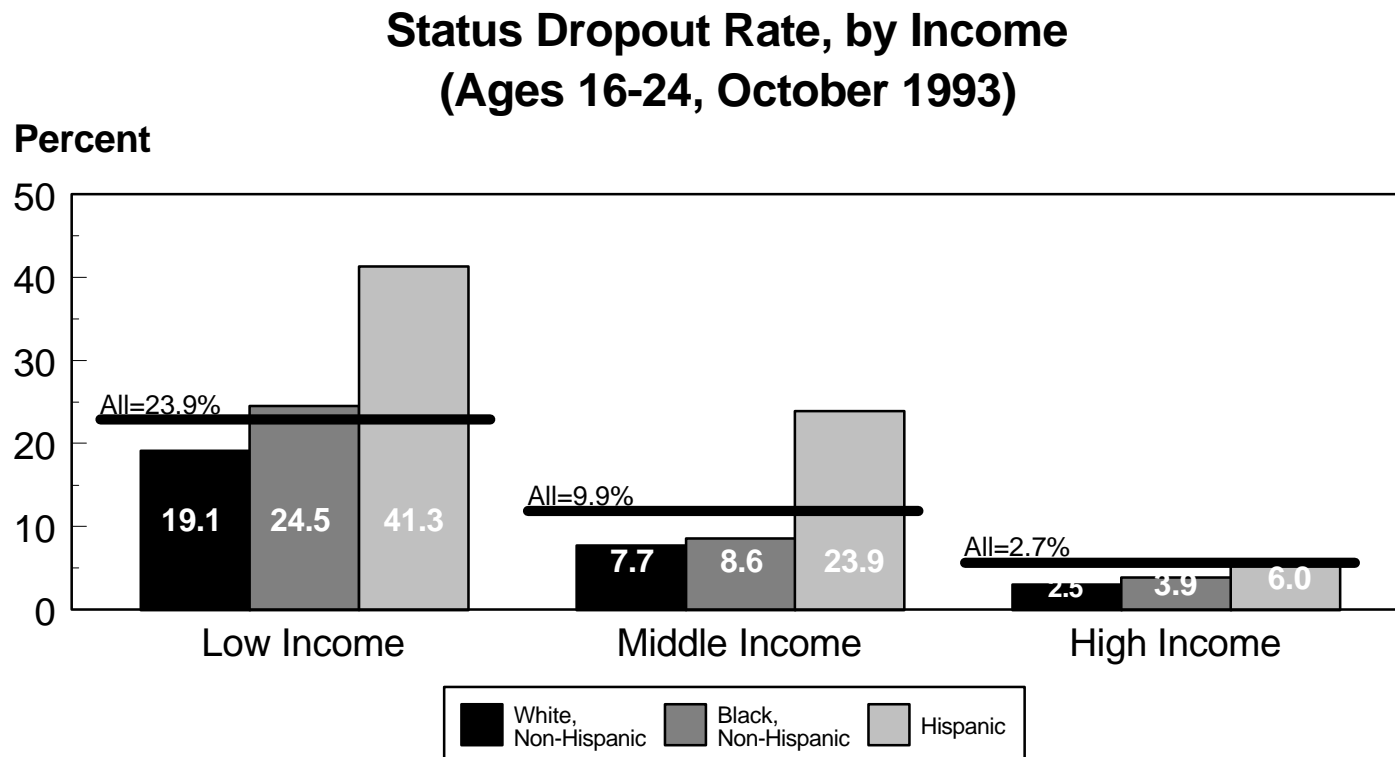
Status Dropout Rate, by Income
(Ages 16-24, October 1993)

Percent

All=23.9%

All=9.9%

All=2.7%

	Low Income	Middle Income	High Income
19.1	24.5	41.3	
7.7	8.6	23.9	
2.5	3.9	6.0	

Legend:
- ■ White, Non-Hispanic
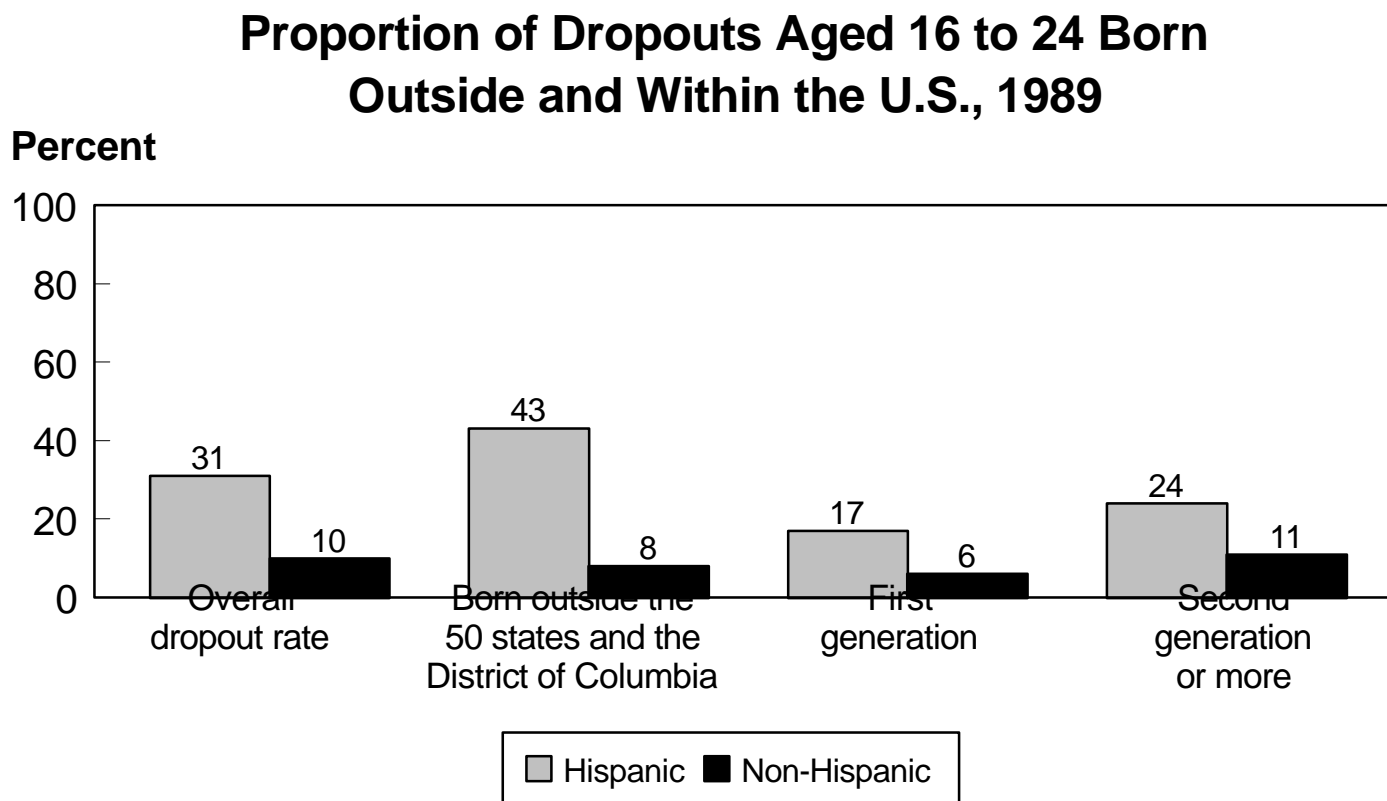- ■ Black, Non-Hispanic
- ■ Hispanic

Note: High income is the 20% of all incomes, middle income is 20-80% of all incomes, and low income is the bottom 20% of all incomes.

Source: U.S. Department of Education, National Center for Education Statistics, Dropout Rates in the U.S.: 1993.

Intergenerational Analysis of Dropouts

The dropout rate for Hispanic students is more than double that of non-Hispanic students.

Proportion of Dropouts Aged 16 to 24 Born Outside and Within the U.S., 1989

Percent

Category	Hispanic	Non-Hispanic
Overall dropout rate	31	10
Born outside the 50 states and the District of Columbia	43	8
First generation	17	6
Second generation or more	24	11

Legend: ☐ Hispanic ■ Non-Hispanic

Source: National Center for Education Statistics, 1992.

Precursors

Adult prose literacy scores are lowest for adults who did not complete high school.

Adult Prose Literacy, by Highest Level of Education

Education Level	Score
College degree[1]	325
Some college	294
GED/High School Diploma	270
9 to 12 years	231
0 to 8 years	177
Still in high school	271

Literacy Levels: 1 2 3 4 5

Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.

Level 5 = 376 to 500 points
Level 4 = 326 to 375 points
Level 4 = 276 to 325 points
Level 2 = 226 to 275 points
Level 1 = 0 to 225 points

[1] Includes 2-year, 4-year, graduate, and professional degrees

Source: U.S. Department of Education, National Center for Education Statistics, 1993.

Low academic achievement is a precursor of dropping out.

The math proficiency of Hispanic students is comparable to black students.

**Average Math Proficiency of 17-Year-Olds,
by Race/Ethnicity: 1973 to 1992**
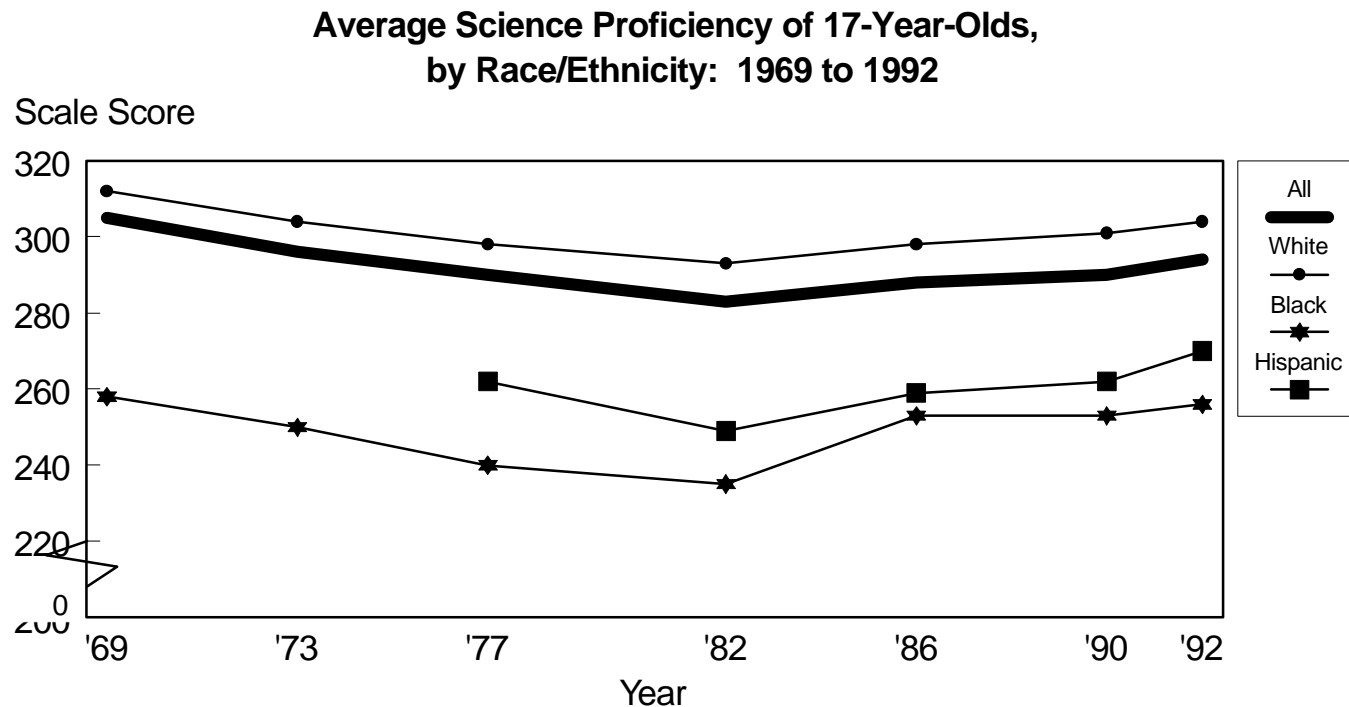
Scale Score

Year

Legend: All, White, Black, Hispanic
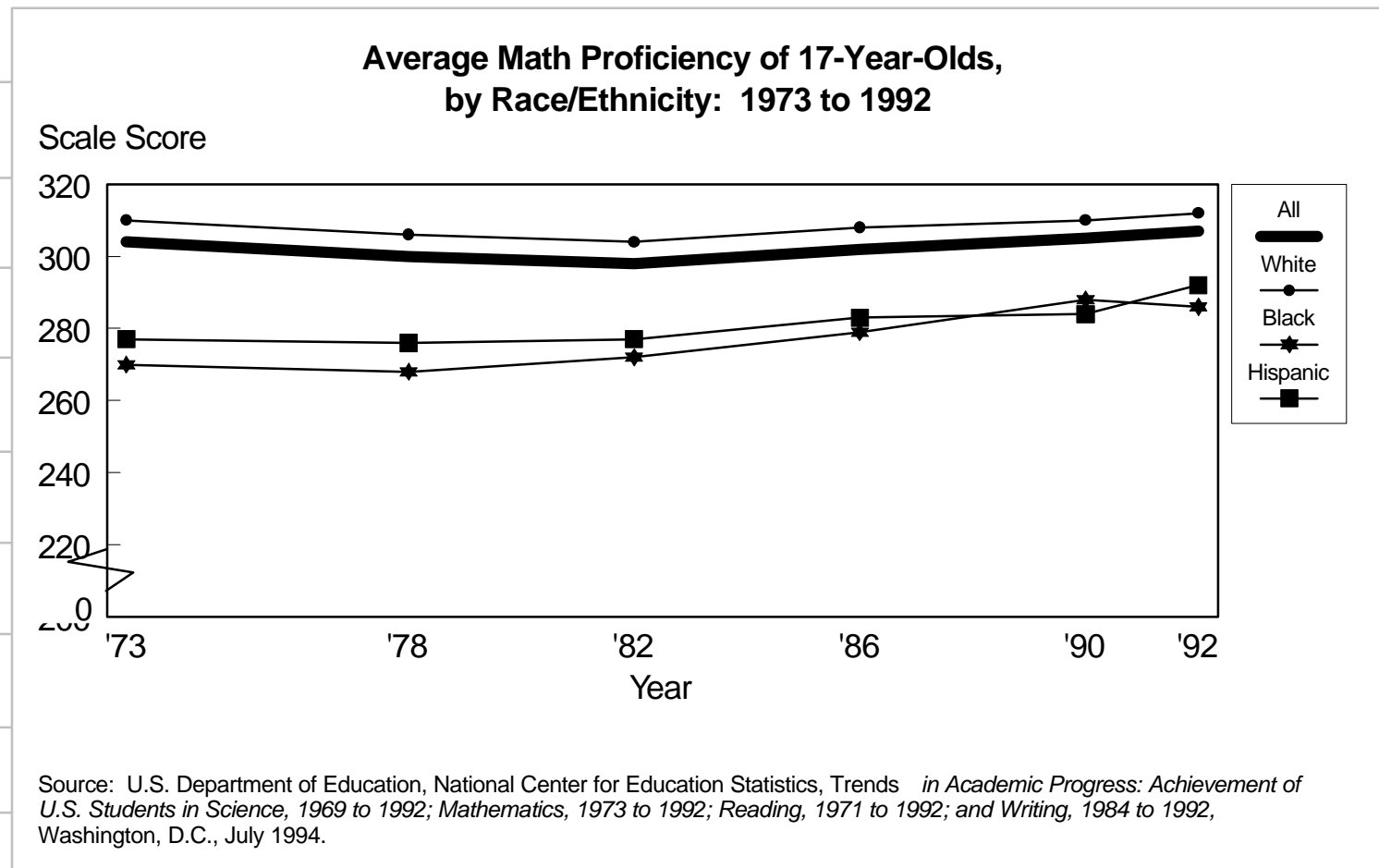
Low academic achievement is a precursor of dropping out.
The science proficiency of Hispanic students is comparable to black students.

**Average Science Proficiency of 17-Year-Olds,
by Race/Ethnicity: 1969 to 1992**

Scale Score

Source: U.S. Department of Education, National Center for Education Statistics, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; and Writing, 1984 to 1992,* Washington, D.C., July 1994.

Low academic achievement is a precursor of dropping out.
The reading proficiency of Hispanic students is comparable to black students.
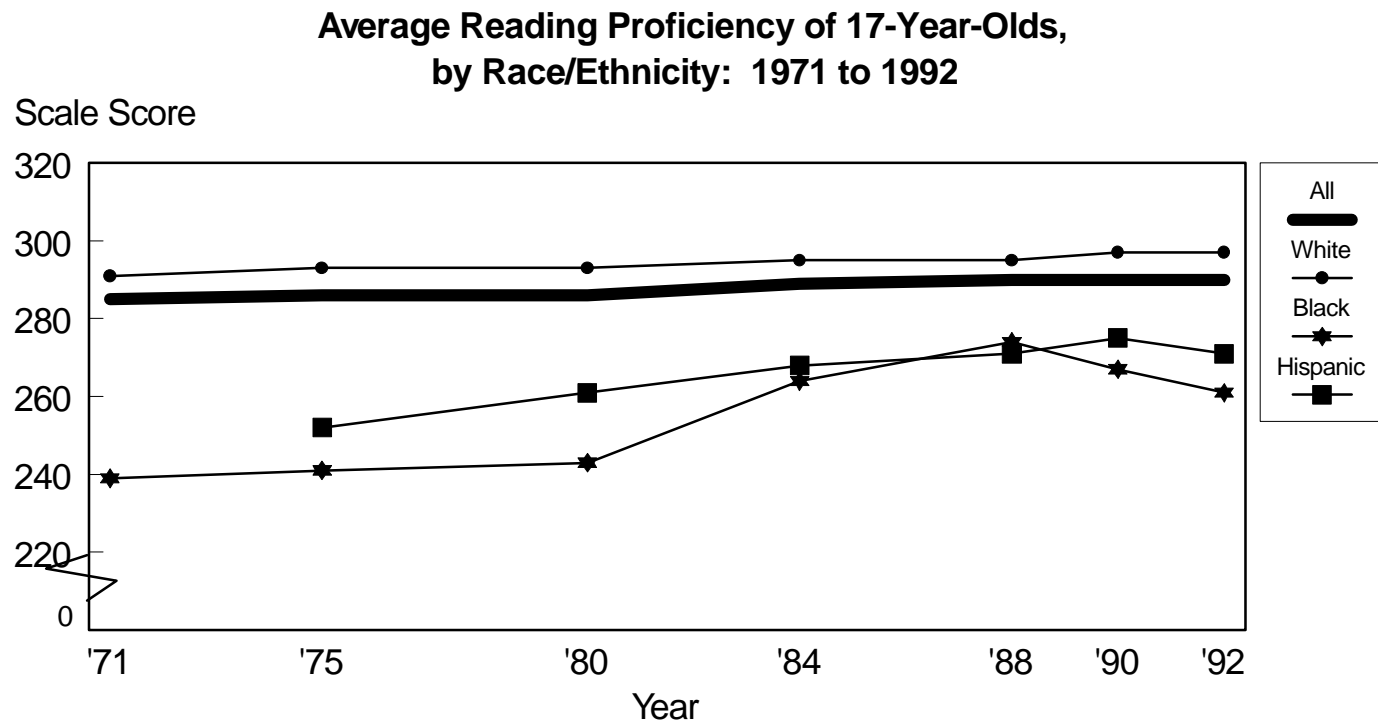
**Average Reading Proficiency of 17-Year-Olds,
by Race/Ethnicity: 1971 to 1992**

Scale Score

Year

Source: U.S. Department of Education, National Center for Education Statistics, Trends *in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; and Writing, 1984 to 1992,* Washington, D.C., July, 1994.
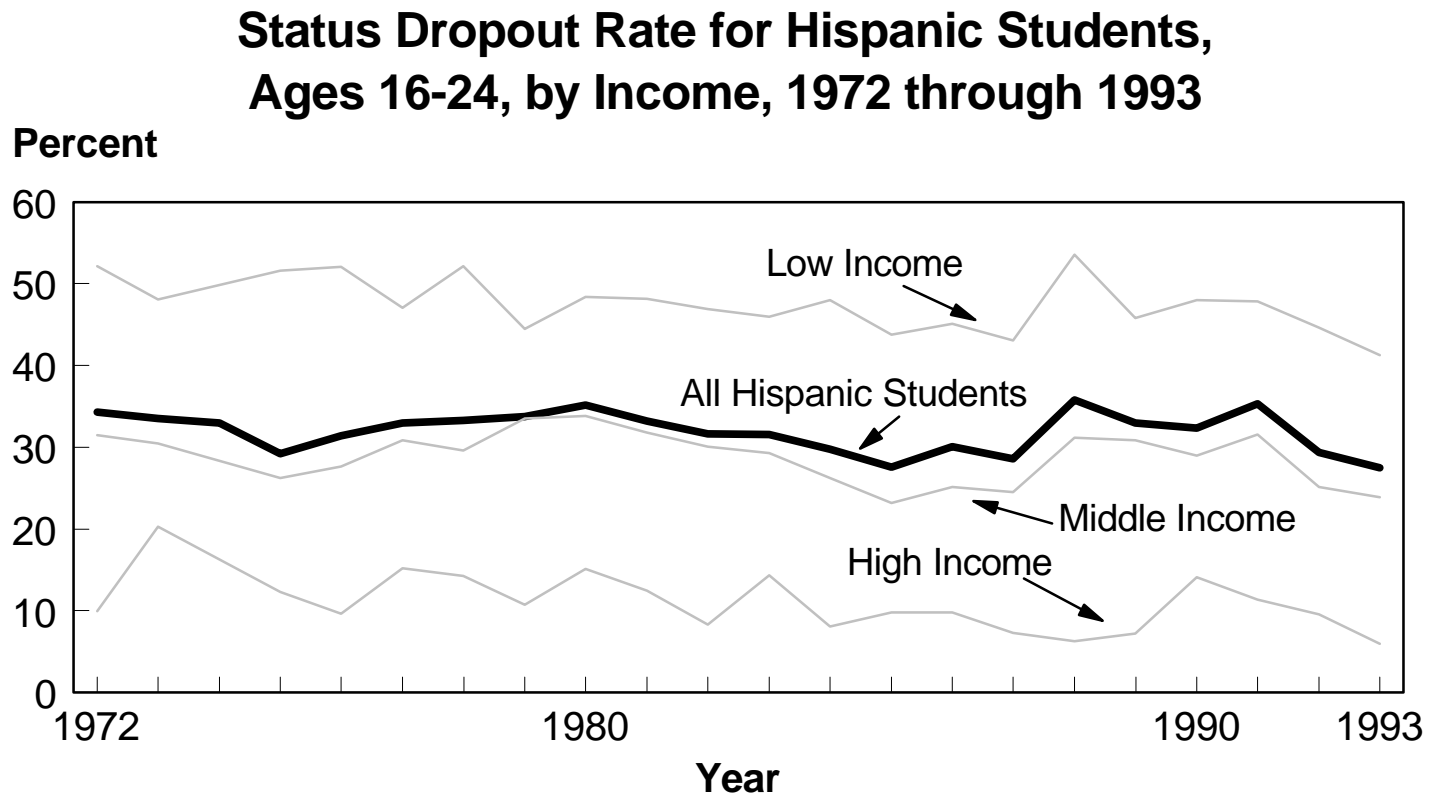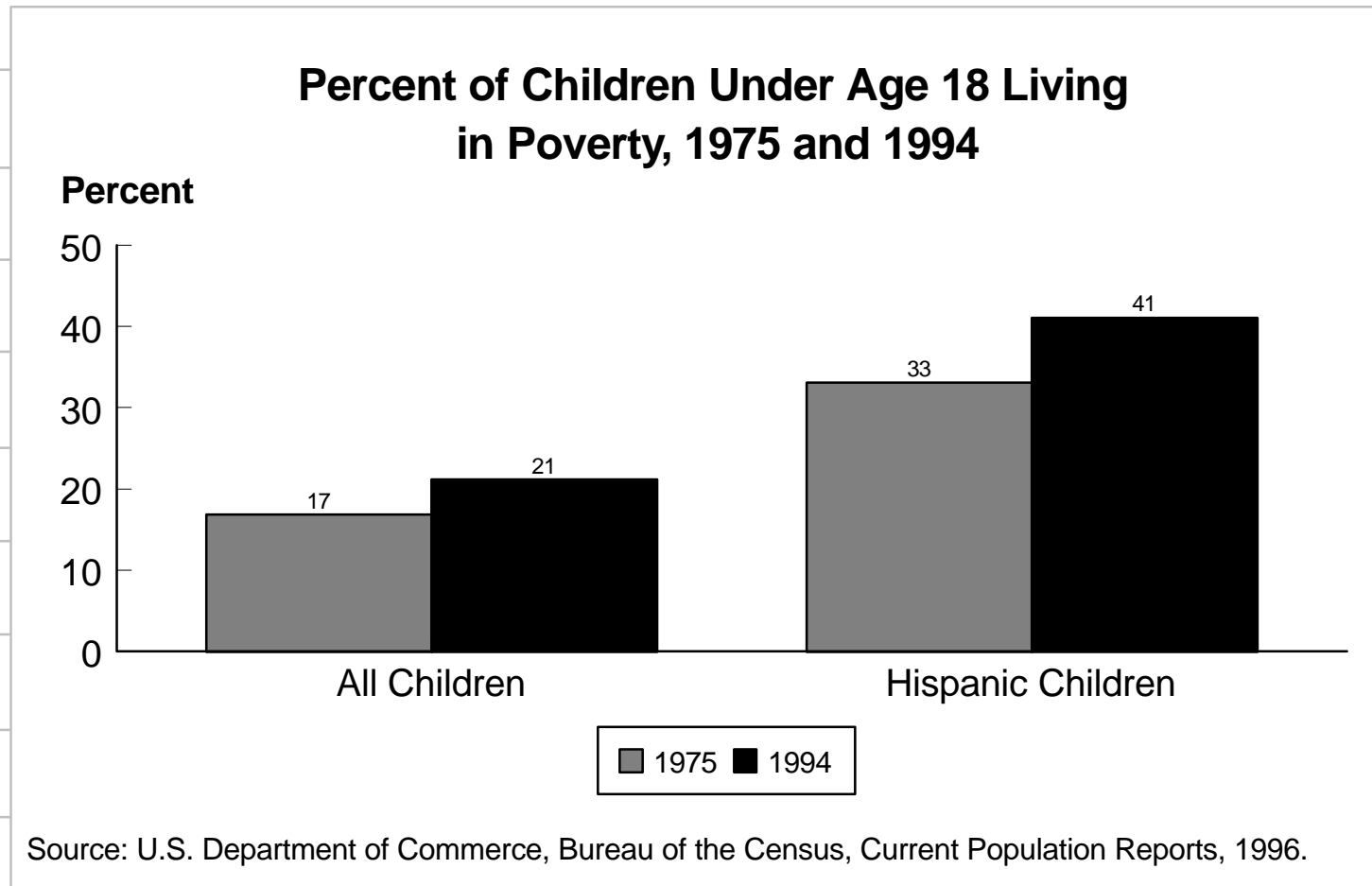
The dropout rate for Hispanic students is highest for low-income students.

Status Dropout Rate for Hispanic Students, Ages 16-24, by Income, 1972 through 1993

Source: NCES, Dropout Rates in the United States: 1993.

Two in five Hispanic children live in poverty -- twice the poverty rate for all children.

Percent of Children Under Age 18 Living in Poverty, 1975 and 1994

Percent

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, 1996.

Students who are held back in grades 7-10 are more likely to drop out of school.

Percentage of 16- to 24-Year-Olds Who Repeated a Grade and are Dropouts in 1992, by Grade Span

Percent

| Grade Level Repeated	Percent
K-2	12
3-6	17
7-10	33
11-12	12

Grade Level Repeated
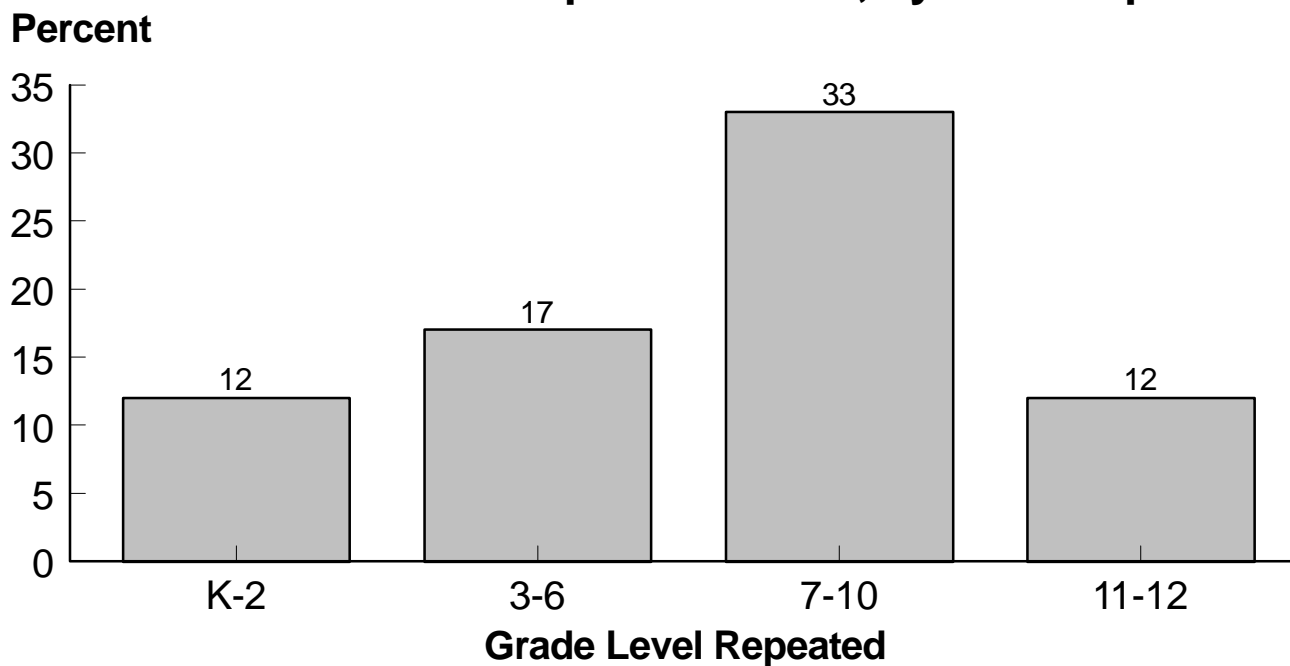
Source: NCES, The Condition of Education, 1994.

Grade Retention and Dropout Rates

The dropout rate for 16- to 24-year-olds who had repeated at least one grade was more than double that for those who had never been retained.

**Percent of Students who Drop Out,
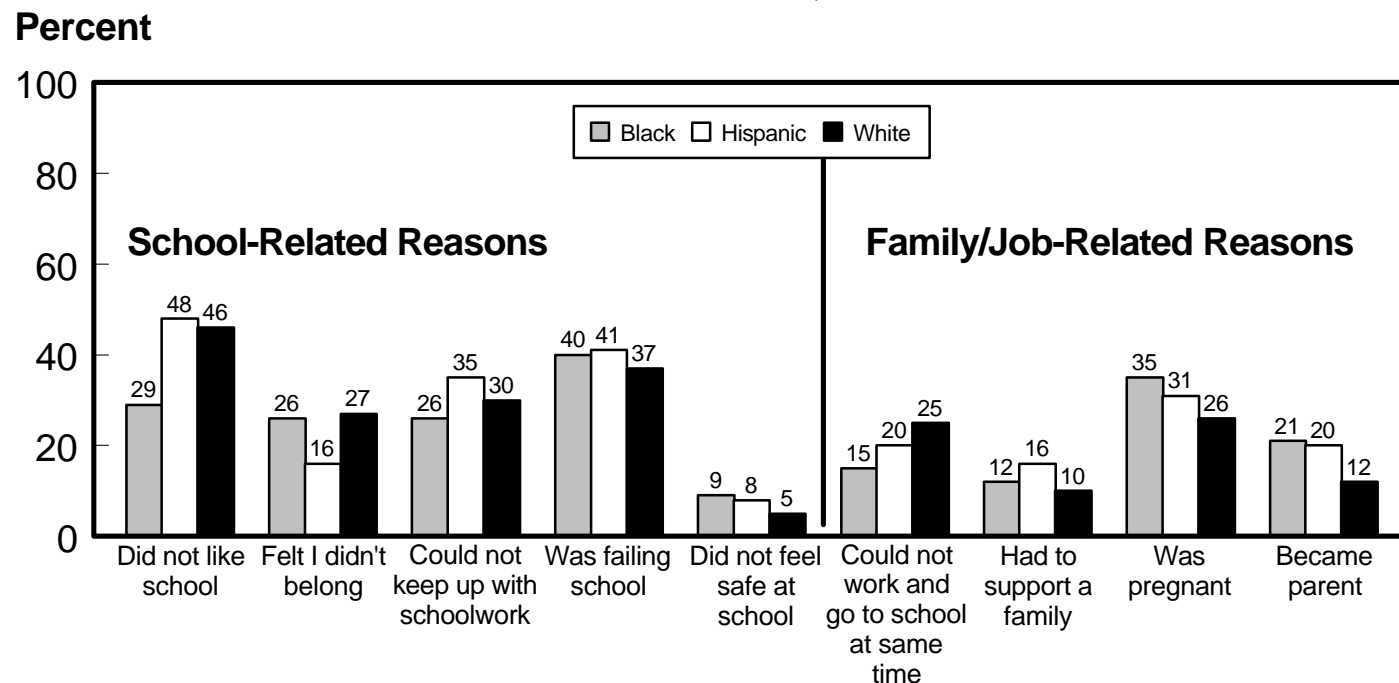by Number of Grades Repeated, 1992**

Category	Percent
Never repeated	10
Repeated one grade	17
Repeated more than one grade	41
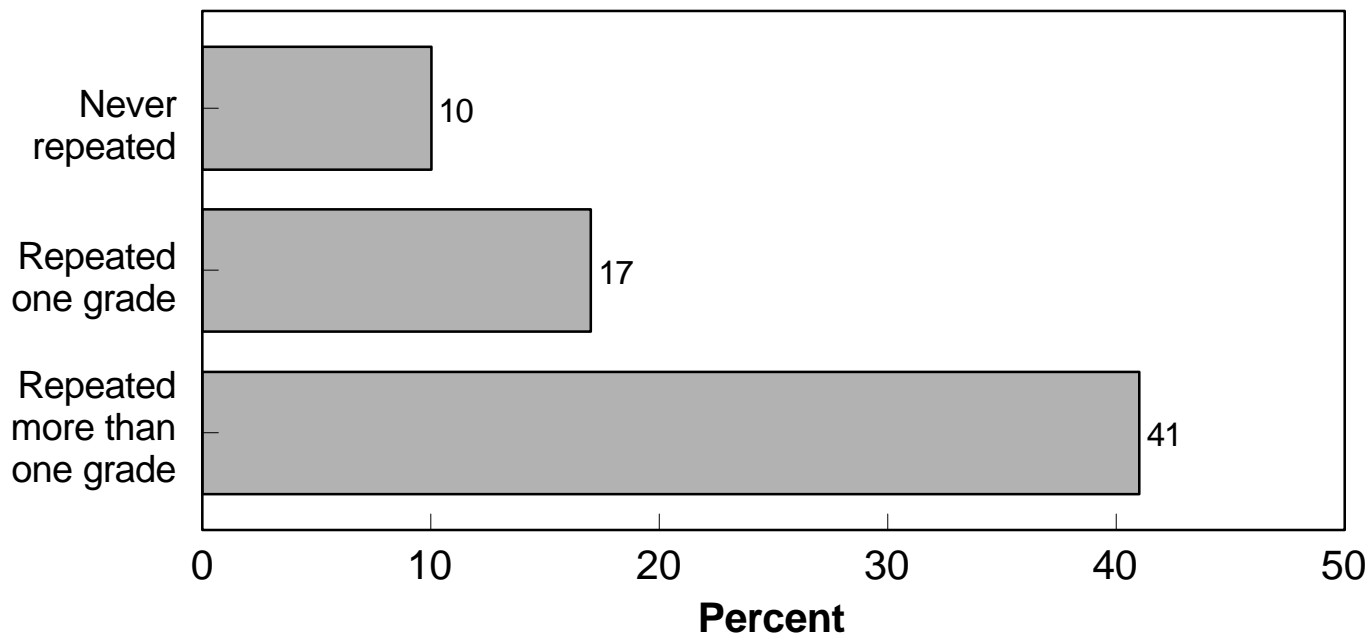
Percent

Source: NCES, The Condition of Education, 1994.

Hispanics and blacks are more likely than whites to cite family-related factors as reasons for dropping out.

Percentage of Dropouts Between the 10th and 12 Grades who Reported the Following Reasons for Dropping out of School, 1992

Percent

Black ☐ Hispanic ☐ White ■

School-Related Reasons   **Family/Job-Related Reasons**

Reason	Black	Hispanic	White
Did not like school	29	48	46
Felt I didn't belong	26	16	27
Could not keep up with schoolwork	26	35	30
Was failing school	40	41	37
Did not feel safe at school	9	8	5
Could not work and go to school at same time	15	20	25
Had to support a family	12	16	10
Was pregnant	35	31	26
Became parent	21	20	12

Source: National Center for Education Statistics, 1993.
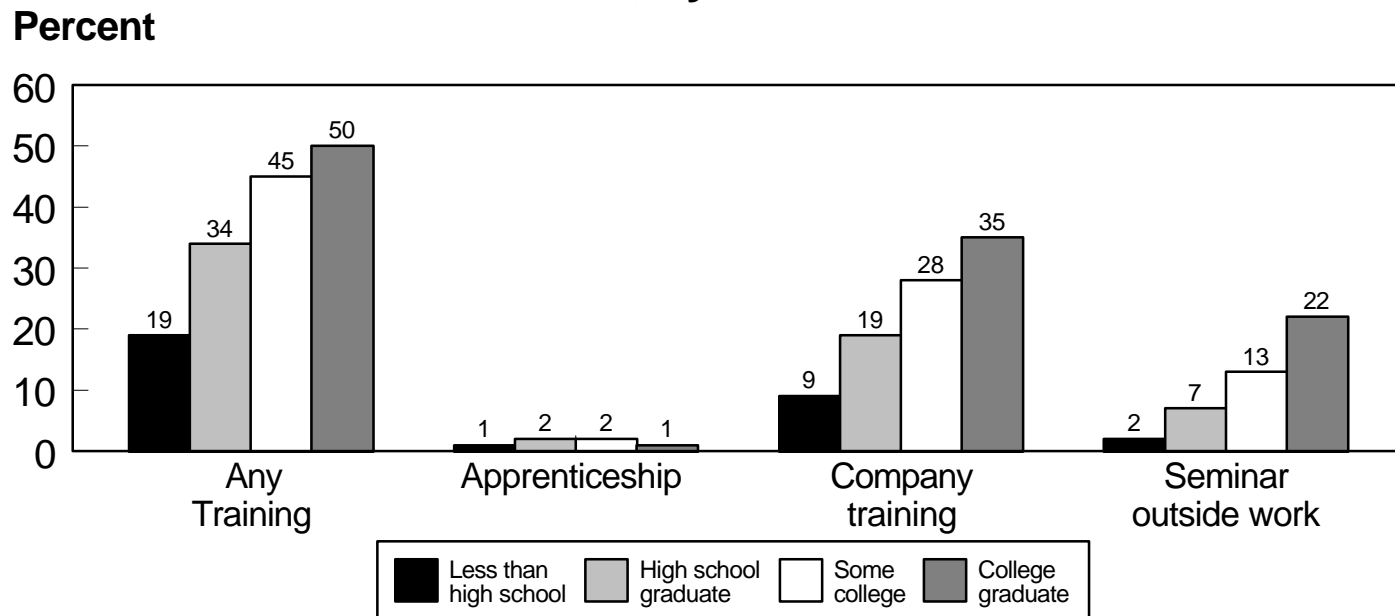
Consequences

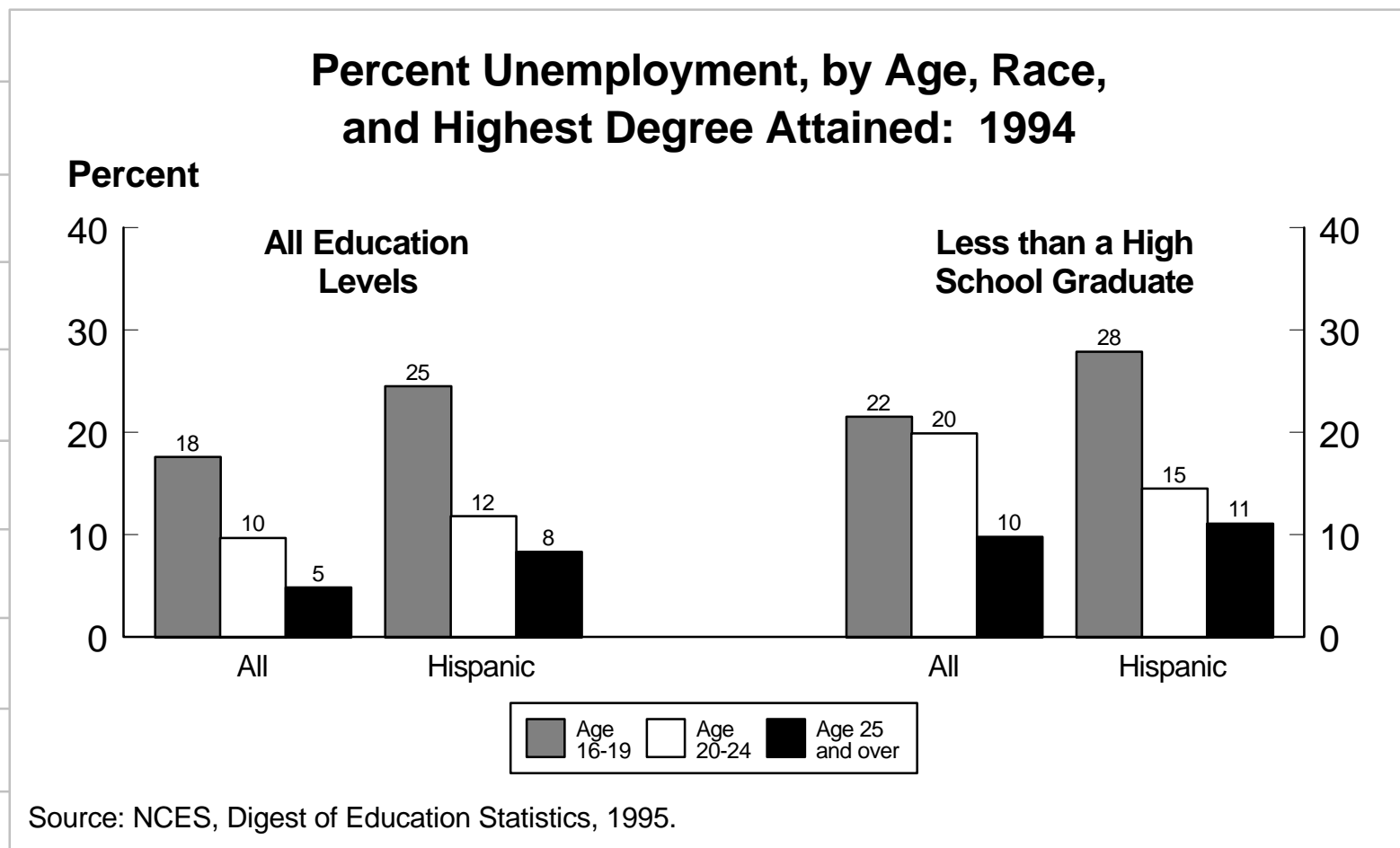**Myth:** **Dropouts will pick up job-relevant training later**
Fact: **Dropouts receive less training**

**Percent of Individuals Ages 21-29 in 1986
who Received Training Anytime Between
1986 and 1991, by Level of Education**

Percent

	Any Training	Apprenticeship	Company training	Seminar outside work
Less than high school	19	1	9	2
High school graduate	34	2	19	7
Some college	45	2	28	13
College graduate	50	1	35	22

Legend: ■ Less than high school ▨ High school graduate □ Some college ▨ College graduate

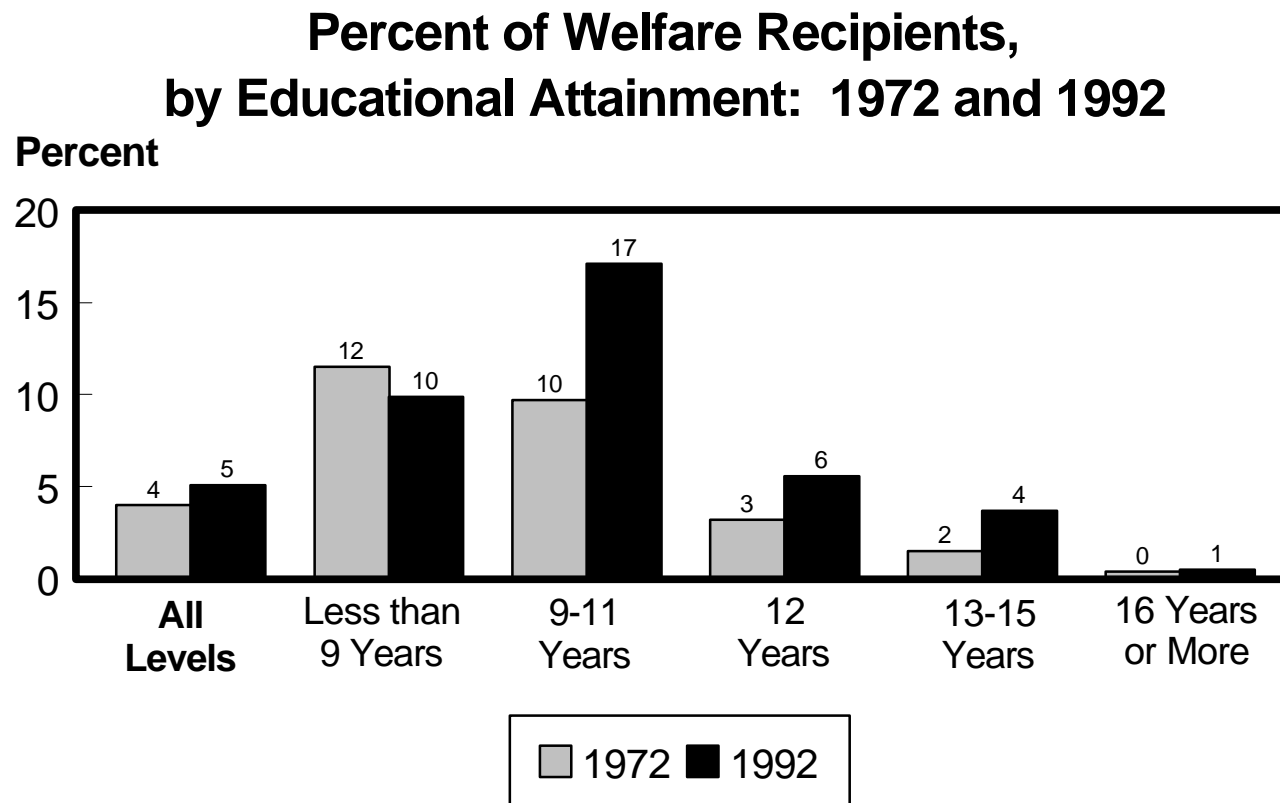Source: Department of Labor, Report on the American Workplace, 1994.
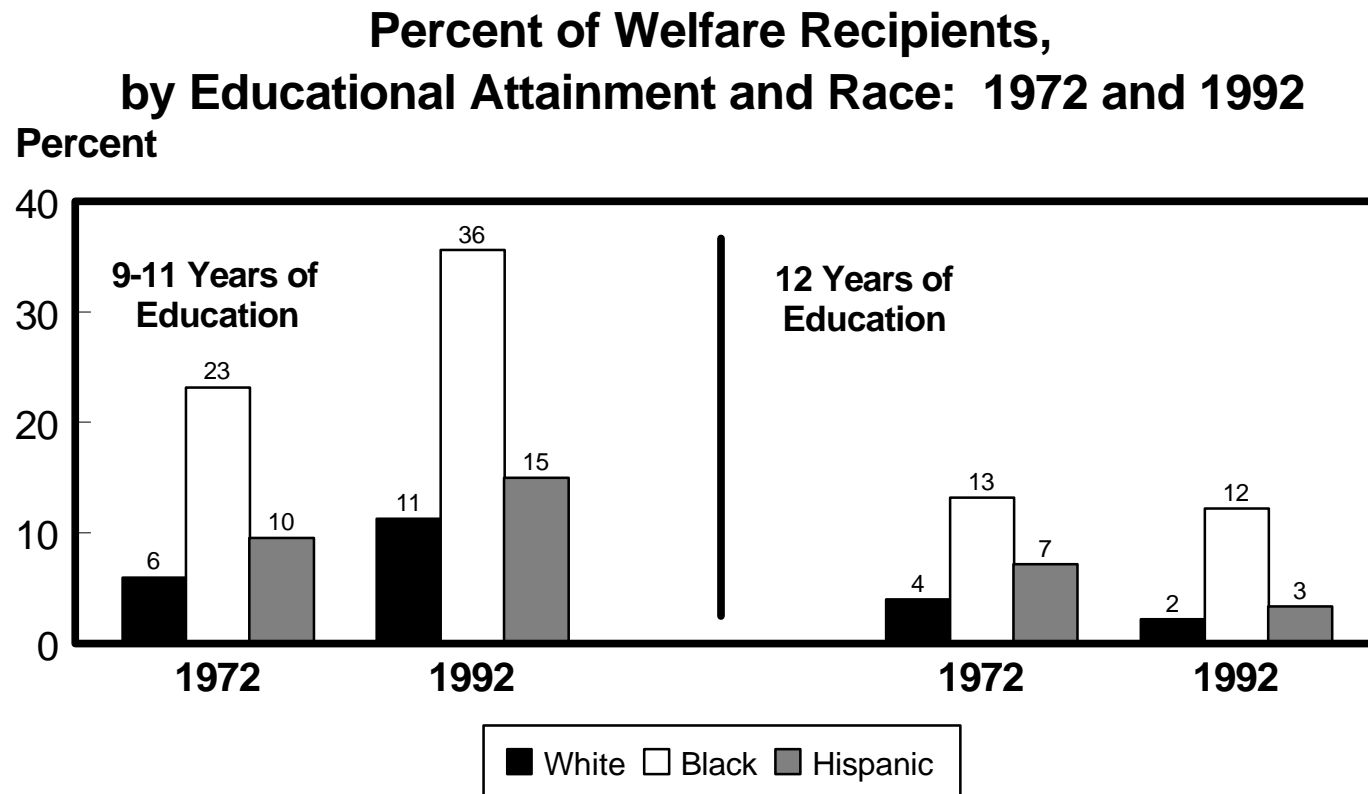
Hispanic dropouts are unemployed more often.

**Percent Unemployment, by Age, Race,
and Highest Degree Attained: 1994**

Source: NCES, Digest of Education Statistics, 1995.

In 1992, high school dropouts were more likely to be on welfare than high school graduates.

Percent of Welfare Recipients, by Educational Attainment: 1972 and 1992

Percent

Category	1972	1992
All Levels	4	5
Less than 9 Years	12	10
9-11 Years	10	17
12 Years	3	6
13-15 Years	2	4
16 Years or More	0	1

☐ 1972 ■ 1992

★ In 1992, high school dropouts were more than 4 times more likely to receive income from AFDC or public assistance than high school graduates who did not go on to college (27% vs. 6%).

Source: NCES, The Condition of Education, 1995.

From 1972 to 1992, the percent of Hispanic students on welfare with 9-11 years of education increased while the percent of Hispanic high school graduates on welfare decreased.
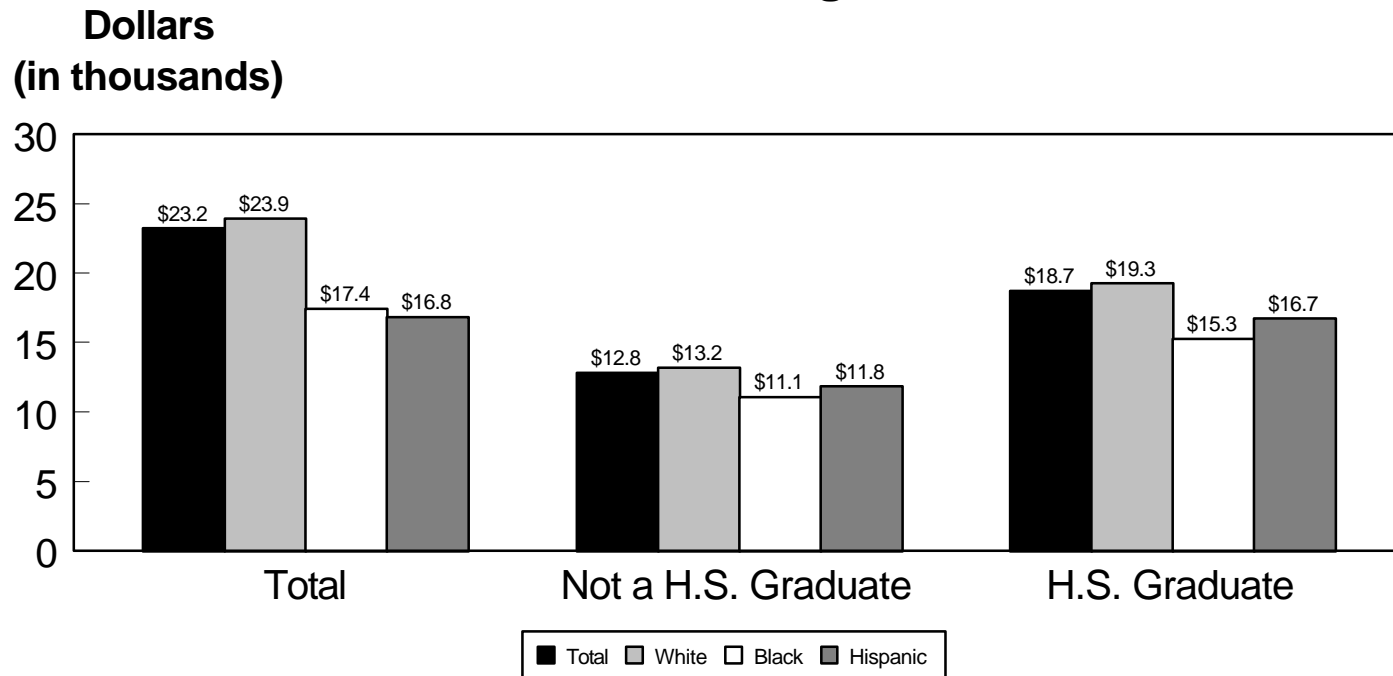
Percent of Welfare Recipients, by Educational Attainment and Race: 1972 and 1992

Percent

9-11 Years of Education

12 Years of Education

40 — 30 — 20 — 10 — 0

36
23
15
11
10
6

13
12
7
4
3
2

1972   1992   1972   1992

■ White □ Black ■ Hispanic

Note: This graph does not include students who drop out with less than 9 years of education.

Source: NCES, The Condition of Education, 1995.

Annual Earnings for Hispanic high school graduates are almost $5,000 higher than Hispanics who do not graduate.

Mean 1992 Earnings by Educational Attainment and Race, for Persons Aged 18 and Over

Dollars
(in thousands)

Legend: Total, White, Black, Hispanic

	Total	Not a H.S. Graduate	H.S. Graduate
Total	$23.2	$12.8	$18.7
White	$23.9	$13.2	$19.3
Black	$17.4	$11.1	$15.3
Hispanic	$16.8	$11.8	$16.7

Source: NCES, The Condition of Education, 1995.

The Million Dollar Difference

What if just one school had all Hispanic students completing school in just one graduating class?

	All Schools	Urban Schools
✓ Average high school size	510	510
✓ Average number of Hispanics	60	112
✓ Average number of Hispanic students per graduating class	15	28
✓ Average number of Hispanic dropouts per graduating class	2.75	5
✓ Average gain in lifetime earnings for all workers from completing high school $212,060 X number of dropouts	$583,165	$1,060,300

If the average American high school had all its Hispanic students graduating, it would result in over half a million dollars in increased earning potential for each graduating class. In the average urban high school, the gain is over a million dollars per graduating class.

A small difference of a few students a year in a high school can make a huge difference in their lives, in the community, and for America.

Note: The gain in lifetime earnings figure of $212,060 is for all workers.

If all Hispanic students completed high school, the lifetime earnings gain would be large.

Nearly equal to the total assets in 1994 of Disney, McDonalds, and Microsoft combined

Greater than the total assets in 1994 of Boeing, Coca Cola, Disney, General Mills, Kellogg, McDonalds, and Microsoft combined

**Dollars
(in billions)**

Graduating Class of:	Dollars (in billions)
1996	$16.4
1997	$32.0
1998	$47.9
1999	$63.7
2000	$78.7

Graduating Class of:
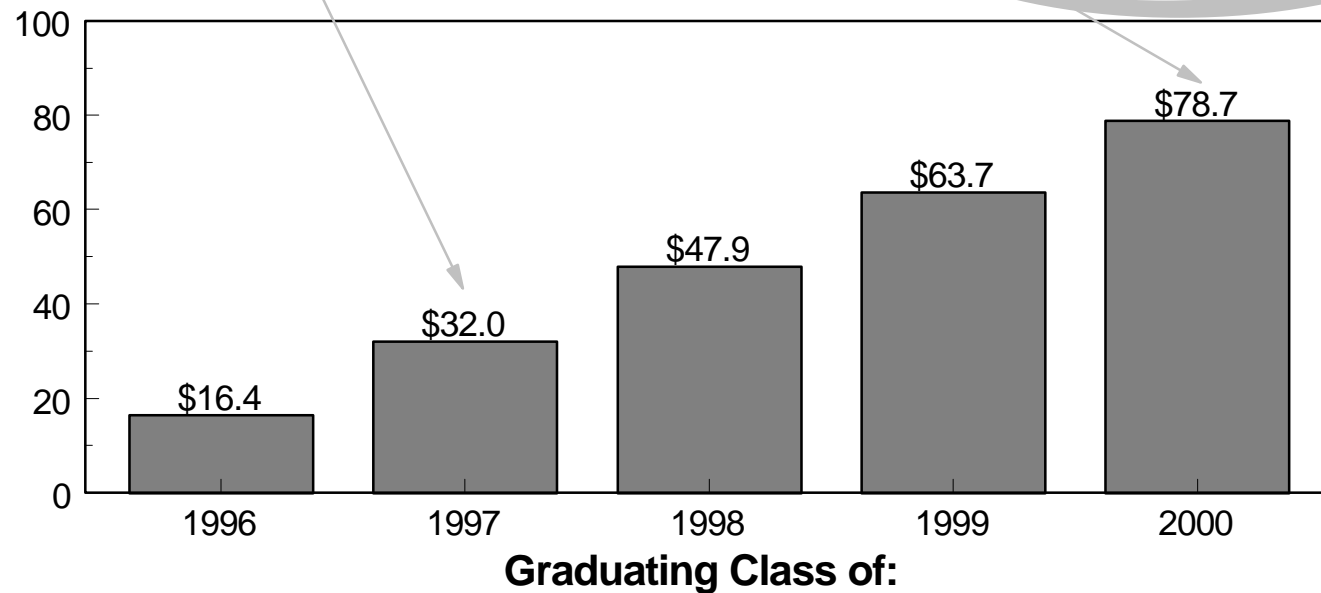
Source: NCES, Dropout Rates in the U.S.: 1993, Department of Labor, Report on the American Workforce, 1994, and the "BusinessWeek 1000," BusinessWeek, March 27, 1995.

Charge to the Hispanic Dropout Project:

✓ Find out what works

✓ Identify <u>concrete, practical strategies</u> that meet the needs of Hispanic students and the nation to increase achievement and school completion